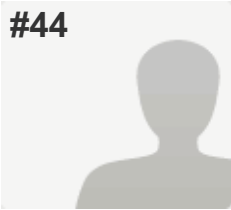


#44

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Friday, April 08, 2016 2:55:06 PM**Last Modified:** Monday, June 20, 2016 3:05:12 PM**Time Spent:** Over a month**IP Address:** 67.43.18.83

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Q1: Name of School District:	North Scott CSD
Q2: Name of Superintendent	Joe Stutting
Q3: Person Completing this Report	Sue Kane

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Q4: 1a. Local TLC Goal

Continue a strong mentoring program for beginning educators to address issues of increasing teacher confidence, expertise, and collaborative relationships, thereby improving self-confidence and retention rates in a challenging profession.

Q5: 1b. To what extent has this goal been met?

(no label)	Somewhat Met
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Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The district is training all mentor teachers in the Journey to Excellence (JtE) mentoring and induction process. This year two cohorts totaling 19 teachers were trained to add to the pool of potential mentors. Relicensure credit was offered for these sessions and 47% of the participants took advantage of this option. A total of 37 teachers are now trained in JtE or approximately 15% of certified staff. The purpose for training multiple teachers is to improve our ability to match first or second year teachers with an experienced teacher in their department or grade level, and preferably in the same building. This is typically done but not always possible. This was an issue raised by a new teacher in response to a question about their satisfaction with the mentoring they received this year. Beginning educators responded they felt good relationships had been created with the veteran teachers but having someone not in their building or department was difficult.

This year the mentors of first or second year teachers received additional professional learning in four sessions. Topics covered were to take their understanding of professional supports, conversational stances, gaps new teachers may experience, etc., to a deeper level. It was also an opportunity for mentors to build their own collaborative community.

New this year was a booklet describing North Scott's Mentoring and Induction Plan which includes release time for mentors and the beginning educator. 38+ days were coded to mentoring professional leaves. This number is lower than expected and we believe the coding system for professional leaves was not broken down into the mentoring vs non-mentoring categories on a consistent basis.

This year there were 19 first and second year teachers and mentor partnerships and they met 273+ times to collaborate. Mentors recorded their formal meetings on monthly logs, many of them also noting how they met informally with the new teacher almost daily. 100% of the beginning teachers remain in the district.

Next year we will be implementing the expectation that a beginning teacher bi-annually participate in light and heavy coaching cycles with a building instructional coach in addition to working with their mentors. Also, the district mentoring coordinator will have a more structured check in and feedback process in place for beginning educators and mentors, including a satisfaction survey.

Q7: 2a. Local TLC Goal

Build and promote strong collaborative teams to positively impact student achievement, using teacher knowledge and data to formulate effective instructional decisions.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

North Scott entered into its fourth year of working with UNI on the Partnership in Comprehensive Literacy (PLC) model, expanding this coaching model into our fifth elementary building. As part of this model coaches are trained to become literacy/instructional coaches and develop building systems with administration for collaborative work. All five buildings minimally held weekly grade level meetings to discuss curriculum planning, assessments, data analysis and instruction. Each building had grades meet four times a year to place students on an assessment wall in Reading and Writing. Math will be added next year. Coaches coordinated monthly MTSS meetings with counselors, teachers, and interventionists to review student needs. Peer coaching is the most recent addition to the collaborative meetings being coordinated by instructional coaches.

At the secondary level the entire administrative team and all instructional coaches attended a Professional Learning Communities conference last summer in Minneapolis. From the learning that occurred there the coaches worked this year on supporting the development of PLC teams. Schedules were created to provide common planning time for Core areas and World Language. In 2016-17 the schedule is being adjusted so there will be common time for non-core areas to meet collaboratively.

Some anecdotes to illustrate the power of collaboration include: a. A secondary science teacher worked with an instructional coach to develop a series of formative assessments for a unit. The results were analyzed and instruction was impacted between each assessment and when the summative unit test was given the lowest score in the class was 86%. The teacher had never had this success before and has shared this story with colleagues to illustrate an positive influence on their teaching and their students' achievement. The changes in instruction were also altered after building professional development with the coaching team. b. One peer reviewer wrote about an elementary coach: "____ is always available and willing to help out. We consistently meet for our midday meetings and reflect on the Iowa Core, lessons and resources. She is very involved at the building and district level. ____ consistently collaborates with everyone and spends a lot of time in classrooms with students as well. She is always helping, teaching, assessing, or putting data together to help the teachers in our instruction."

Many of the peer reviews included statements similar to the ones shared. They illustrated how teachers see collaboration impacting their work with students.

The classroom teacher leaders at the secondary level met four times this year for professional learning and collaboration. The elementary teachers met once and this will be expanded next year because their feedback indicated they would like to create more of a learning community for their leadership group.

Each of the elementary and secondary instructional coaches' groups met almost weekly keeping agendas and minutes. Both groups created a professional learning community and collaborated to build their knowledge and effectiveness in each building. In 2016 the K-12 coaching team will meet to collaborate once a month, more than the 4 times that occurred this year. These teacher leaders are now the members of the district's Comprehensive School Improvement Team with administrators.

Coaches and administrators are reporting that teachers are now collaborating more than ever on their own. The district gives an Environmental Scale for Assessing Implementation Levels at all buildings in the fall and spring to collect data on different criteria including collaboration levels. At the High School there was an increase of 15.67% in the perception that collaboration had increased during the year, and at the Junior High it rose by 21.73%. The elementary buildings rated the occurrence of collaboration between teachers as 83% and 96%.

Q10: 3a. Local TLC Goal

Reward experienced teachers with opportunities to share their knowledge in leadership positions that fosters the growth in learning, inquiry, and reflective practice of all teachers.

Q11: 3b. To what extent has this goal been met?

(no label)

Somewhat Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The district has more than \$35,000 on the base and has used the TLC funds to support teacher leaders. 27% of the certified staff were in a leadership role. The one 7-12 TLC Coordinator will remain in the position in Year 2. 86%, or 12/14, of the K-12 instructional coaches will continue next year, and 91% of classroom teacher leaders will remain. Of the 5/32 teachers not returning four opted out of the classroom leadership positions, and one transferred to an off-site position. Seven mentors completed their two year rotation with their beginning educator and 92% will finish the second year in 2016-17. One mentor retired and is reflected in the percentage above.

Stipends for the TLC positions reflect the amount of time teachers are asked to work beyond the contracted days to participate in and provide professional development. They range from \$1000/year for mentors to \$10,000 for the 7-12 TLC Coordinator who works an additional 15 days/year.

The application pool the second year was less than expected. We did not have any applicants for two .5 FTE elementary coaching positions which pay \$3,000/year. We believe it is because the training is extensive and the positions were potentially being combined into 1 FTE and shared across two buildings. As a result, we are looking at the requirements of the elementary coaching job to try and increase the number of teachers who would be interested in applying. We plan to apply for additional classroom leaders at the elementary level for one year as we develop capacity to add instructional coaches the following year. Three teachers indicated an interest but did not feel they were ready to apply for that role. All are currently classroom teacher leaders.

Only one of three open classroom teacher leader positions had more than one applicant. At the end of the year we had a meeting with our teacher leaders to assess the positives and concerns of the positions. As we clarify the roles we hope to encourage more teachers to apply.

100% of the district and building professional development was impacted by input of the instructional coaching teachers. Feedback from classroom teacher leaders was included to create, present, and facilitate meaningful and effective PD throughout the district.

Professional development for the secondary coaches has included 8 days with New Teacher Center and sessions with a consultant from the AEA who covered topics such as Jim Knight's coaching model, working with adult learners, and coaching stances. The coaches also received their own coaching cycles with the consultant 8-12 times. Elementary coaches had monthly on-going professional development with a national network of teachers through the University of Arkansas and two days on the UNI campus. Secondary content teacher leaders received 4 half days of professional learning on the components of coaching cycles, Jim Knight, and professional learning communities.

Elementary classroom teacher leaders received embedded professional learning minimally two to three times a month with the coaches. Additionally, all K-6 instructional coaches completed "rounds" and provided feedback to all model classroom teacher leaders once during the year. This practice will be expanded next year to once a semester at both the elementary and secondary levels.

Q13: 4a. Local TLC Goal

Build and promote strong collaborative teams to positively impact student achievement, using teacher knowledge and data to formulate effective instructional decisions.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This was North Scott's first year with teacher leadership in all seven buildings and the focus of the work was to develop strong professional learning communities and guaranteed and viable curriculum. The development of common assessments was a strong focus in the core content areas. Next year the data from these assessments will be systematically collected to provide baseline data on student achievement. The long term goal will be to collect longitudinal data showing students are improving their proficiency levels in meeting content area standards.

The second area of focus was on introducing and developing the understanding of Tier 1 interventions and instruction with teachers. The coaches and classroom teacher leaders were involved in this work by providing professional learning on how to impact student achievement with focused, intense interventions in the classroom before moving them to a Tier 2 or 3 intervention in the MTSS framework. We collect data on the number of students receiving Comprehensive Intervention Model reading and writing strategies which fall into Tier 2 or 3. The number of students has grown with the number of teachers trained from 209 to 338 in the past three years. With increased Tier 1 interventions in the classroom the goal would be to see a decrease in this number of students as instruction and Tier 1 interventions improve through coaching.

There was no appreciable difference in our Iowa Assessment data this year. The tests are given in the Fall window and the TLC had only been in place for three months. MAP tests are given in the Fall and Spring. There was more grade level growth in 2015-16 than in 2014-15 in Reading and Math. In the grades where there was still negative growth in Math the percentages were larger than the year before and will be an area for study in the upcoming year. An example of positive change using MAP as the measure was 7th Grade grew in Math this year going from -.85 growth to +0.6. They have worked with coaching support to develop a curriculum more aligned to the Core. Long term goals would be to see this movement occur in all grade levels.

IPI data is collected at the High School level. There was a slight increase in Level 6 with Student Active Engaged Learning going from 19.73% in 2014-15 to 21.69% in 2015-16. There was a small dip in student led learning conversations between the two years. Observations of complete student disengagement showed at 0% this year over .3% the previous year. The short and long term goal would be to continue this low disengagement rate with the practice of highly relevant, impactful instruction.

At the elementary level comprehensive assessment walls are created for Reading and Writing using common formative assessments, Fontas and Pinnell Reading benchmarks, Iowa Assessments, MAP, and in some grades FAST data. Between the fall and spring there is data to indicate a positive shift of moving students from being below and approaching proficiency to meeting or exceeding proficiency in Reading. Data indicates a similar trend in improving student writing proficiencies. For example, we have data from one building which shows the following shift with third graders this year in Reading: Below proficiency 37% fell to 7%, Approaching proficiency fell from 17% to 11%, Meeting proficiency rose from 22% to 25% and students Exceeding proficiency rose from 24% to 57%. This same data is collected from all five elementary buildings. In the Fall, 2016, each building will be adding Math data to track students who are below, approaching, meeting or exceeding proficiency levels. A long term goal will be to create a data wall in the secondary buildings.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Provide avenues to implement school reform priorities within the district, by expanding the roles of teacher leaders to support these efforts.

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Traditionally professional development supporting school reform initiatives was designed by the administrative team both at the district and building level. When the district first hired two teacher leader coaches in 2012 this model began to shift. This year with the hiring of TLC coaches this shift was more complete. Meetings with teacher leaders and administration were held to co-design professional development. These meetings were held minimally once a month, and two to three times a month, when an inservice day was immediately pending. At the secondary level the first inservice day was covered by AEA staff, there was a shift by the end of the year to having the agenda and material covered by teacher leaders. This model will continue next year. At the elementary level the coaching team designs whole, small group, and individual professional learning. In all cases teacher surveys are sent out to determine the learning needs and interests of the staff. Teacher leadership has allowed the district to meet the more diverse needs of staff and move away more completely from one-size-fits-all.

Agendas and minutes are kept by the elementary and secondary coaches throughout the year. Google docs is used extensively to keep records of teacher leader work products for professional development in the district.

One area the secondary was focused on this year was to increase reflective practice and there was a 21% increase in staff using reflection to improve their instruction. Next year, we would like to see it double to a minimum of 42%. Long terms we would like to see this number fall above 95%. At the elementary buildings data indicates between 80% and 96% are satisfied with their collaboration and professional learning opportunities.

This year some of the professional development session topics covered by teacher leaders included: Standards Based Assessment & Reporting, Professional Learning Communities, Summative and Formative assessments, systematic data analysis, Tier 1, 2, and 3 interventions, NGSS. On our last inservice day, April 18, all teachers were able to choose what professional development sessions after responding to interest surveys. The teacher leaders and administrative teams would like to have more days follow this format next year. The schedule has changed to have three additional full-day inservices during the year so there can be more flexibility in responding to teacher needs. Non-core areas will be given the opportunity to develop their own professional learning plans so their needs are more directly addressed. Currently, two groups of teachers have used the format and next year this number should increase to include all non-core teachers. Oversight and input is shared with teacher content leaders and coaches.

The other focus for professional learning will be the increase of coaching cycles teachers have with coaches. This year the focus was on providing cyclical PD to classroom teacher leaders and beginning educators. This will expand in 16-17 to all teachers participating in two-three cycles per year. This model allows for more personalized, focused, and embedded professional learning for each teacher.

Q19: 6a. Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goal been met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

Teacher leadership has been a tremendous asset for our district. We started with instructional coaches in a couple of buildings four years ago and this funding has allowed us to expand into all seven sites. It also allowed us to reward our elementary model classroom teachers financially and add secondary teachers to this tier of leadership. We have been able to strengthen our mentoring practices with TLC.

As this year progressed we identified some strengths and areas for improvement. Our strengths included:

1. We developed a successful hiring process where the right people were placed in the teacher leader positions. Two .5 FTE elementary coaches resigned, and 3 of 32 classroom teacher leaders chose not to continue. Although we were disappointed they left, we felt the remaining teacher leaders were successful and after a rigorous review process will remain in place for a second year.
2. Mentoring professional development was expanded to provide more opportunities for mentors to collaborate and learn more deeply effective mentoring practices.
3. Increased communication between building administrators and teacher leaders on professional development, instructional practices, and data analysis.
4. Professional learning communities are now becoming a daily way of doing business in an organized, constructive system. Teacher leadership has increased teacher input for professional development and more ownership of our curriculum and student data.

Some areas we need to continue improving include:

1. Developing a systematic way to collect student achievement data from common formative assessments for all content areas. We have started this process but with the creation of common formative assessments in multiple content areas we need to establish clear and consistent ways to collect and analyze data for student progress. Expected change: system to collect CFA data for each unit
 2. Continuing to develop differentiated professional development opportunities for all staff.
Expected change: More PD days with differentiated choices for relevant professional learning using teacher interest surveys
 3. Increasing the roles and responsibilities of our classroom teacher leaders to include more leadership opportunities.
Expected change: More involvement of all teacher leaders in provision of professional development
 4. Raise the number of coaching cycles with staff to focus on instruction.
Expected change: All teachers receive coaching
 5. Expand professional development for teacher leaders. This year we continued with UNI for elementary coaches and used New Teacher Center (NTC) for secondary coaches. We will need to consider future elementary training because it is limited to teachers with a Masters' degree. The NTC provides good rudimentary training but we need to develop some concepts to a much deeper degree. For example, NTC shared a half-day on adult learners in the context of brain research. Because coaches work with adults they need additional understanding of their learning styles.
Expected change: Book studies and professional development from AEA consultants and district personnel to enhance UNI and NTC trainings.
 6. Ensure teacher leader positions are not building management positions. This concern has been vastly improved in the past year through constant communication between teacher leaders and administrators. The goal for increased time spent on coaching has been established as a result.
Expected change: Direct coaching time increases.
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Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Here are some quotes from our feedback questionnaires given to teachers as we reviewed 2015-16 TLC:

"_____ learned and used new strategies quickly and effectively. She is actively focused on improving instruction for all students. An example would be looking to provide enrichment opportunities for and advanced Biology student."

"_____ is very responsive to the coaching conversations and coaching cycles in which she engages. She is ready to implement new learning immediately and seeks feedback through reflective conversations."

"_____ uses formative assessments to guide her instruction and uses data collected from formative and summative assessments to analyze student growth and changes instruction accordingly. I just have to add in, _____ is an AMAZING content leader and even more AMAZING teacher. I have learned so much from her this year and am so thankful to have had her as my 'guiding light' for my first year here at NS. What an awesome content leader our World Language Department has in _____!!!"

"Data is used to determine reteaching, LT pull out groups, and to talk about teaching techniques."

"I love having _____ to meet with each week. She has given me great guidance and lots of new things to try."

"Listens to our ideas and provides support or offers additional ideas when our team is trouble shooting. Encourages self-reflection after lessons and after trimester. Created planning calendar to keep focused and moving through the unit planners."

"In summary-_____ is always available and ready to assist in any way possible. She challenges me to push beyond my comfort zone and instills me with confidence. I value her opinion and know that she is extremely knowledgeable in the areas of reading and writing. She cares about all students and is willing to go the extra mile to make sure all students learn. _____ is a valuable leader in our school and district."

"Eager to try new strategies such as Math Studio. Also _____ is committed to improving and refining strategies...Open to videotaping and allowing tapes to be shared with other teachers learning the same strategy."

"PD this year has been the best it has ever been, and I believe that is LARGELY due to _____!!! She has found ways to make it meaningful and efficient, which is MUCH appreciated."

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.